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## BOOK OF ABSTRACTS



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# **BOOK OF ABSTRACTS**

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## K.02. Becoming adult. Higher education impact practices to ensure an equitable and quality transition

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### Designing Experiential, Inclusive, and Intercultural Learning Environments. Participatory Methodologies, Plural Languages, and Technologies for University Teaching

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intercultural openness, interdisciplinary approach, interprofessional dialogue, experiential learning

The proposal presents the experience of a ‘Blended Intensive Programme’ (BIP), within the framework of Erasmus +, aimed at promoting the exchange between teachers and students in online and face-to-face learning contexts. The project ‘Intercultural and interdisciplinary collaboration for more inclusion’, implemented in the academic year 2023/2024, involved students from NTNU/The Norwegian University of Science and Technology, TUB/Technische Universität Berlin and UNIMC/University of Macerata. The BIP programme is the result of the interdisciplinary scientific collaboration of the partner universities, which have planned a didactic-training pathway oriented towards the acquisition of intercultural competencies of educators and teachers, applied from a didactic-relational point of view in school and social contexts. The involvement of two reference teachers from each university started from previous research and co-teaching collaborations, within the individual institutions and in previously co-created projects. This is a meaningful element as having already shared experiences between colleagues allowed for a better definition of the aims of the course designed for bachelor’s and master’s degree students in education, master’s and specialisation courses for teachers and PhDs in education.

The course covered 75 hours of training, from 27 October 2023 to 5 February 2024. The first part was organised in 3 online seminars (co-led by the different universities). Following this, there was a week-long in-presence at NTNU, Norway, in which seminars, visits to cultural centres/schools, workshops using participatory strategies, experimentation with VR technologies, a final conference and various socialising moments were organised. The BIP project ended with an international online conference organised by the students, who dealt with the topics most relevant to them through presentations, group activities and participatory dynamics. During the training course, heterogeneous, highly complex environments were analysed from a theoretical perspective and explored from an experiential and narrative point of view. In addition, also thanks to the collaboration of an Italian educational agency, Cooperativa Lella 2001, already involved in learning and training projects for teachers and educators, attention was paid to the welcoming, learning and inclusion processes of unaccompanied foreign minors and young refugees.

The final evaluation by the organisers, the collection of feedback from the participants and the in-depth analysis with Unimc students through focus groups revealed the high impact significance of the experience. This presentation will propose some interpretative lines of the transition from the inclusive approach to the inclusive impact of the BIP. The first area concerns the inclusive design of the project: the online-presence-online combination made it possible to organise seminars, teamwork, workshops, and social activities offering an Inclusive Learning Environment. Subsequently, the importance of the Inclusion for cooperation approach will be emphasised: the encounter with several communities and collective processes of learning and understanding the “Otherness” made it possible to deepen processes of Learning and Discovering Together. Finally, the last area concerns the importance of knowing how to cross the border: from the content – competencies for teachers and educators in multicultural contexts – to the experience – between personal/professional postures in the group/community, generating Active Reflexivity and Awareness.